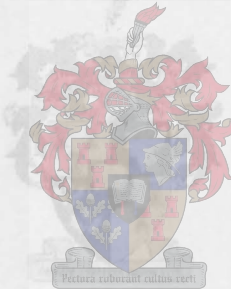


The assistance of an induction process in creating the
desired organisational culture:
The case of the Special Investigating Unit

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for the degree of Master of Public Administration
at the University of Stellenbosch



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I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in any part submitted it at any university for a degree.

Signature:.....

Date:.....

ABSTRACT

The research was aimed at addressing the research question: will an induction process assist in creating the Special Investigating Units' (SIU) desired organisational culture? The objectives of the research were to collect data on the current perceptions and opinions of SIU members on organisational culture and induction, to explore the relationship between the variables and to make recommendations on whether the induction process can assist in creating the desired organisational culture in the SIU.

The research design used was the case study method. A qualitative, in-depth description of the SIU was performed. The organisational culture and the induction process were described to provide an understanding of the current organisational culture. The data collection was performed by means of semi-structured interviews and semi-structured focus groups.

The SIU has a very strong and recognisable organisational culture, which means that the culture will be resilient to change. Despite this, there is a lack of understanding amongst the SIU members regarding the concept of organisational culture and the critical role played by members in leadership positions in setting the tone of the culture.

The SIU members were found to value an effective induction programme as without proper induction there is a negative impact on the new recruit's contribution to the organisation. A new recruit who does not receive induction learns the ropes through the observation of the behaviour of his new colleagues and as a result the current organisational culture is instilled in him.

The induction process can influence organisational culture, as can the organisational culture influence the induction process. The current induction process has a negative impact on the efforts of the SIU to change to their desired culture as it is still a reflection of the current culture in the SIU. In the absence of an induction process it was found that the current culture would be reinforced. The induction process of the SIU should represent the desired organisational culture by upholding those values and behaviours.

Recommendations were made regarding action that can be taken by the SIU. At a national level it was recommended that the proposed new induction programme be implemented as soon as possible, training be provided to SIU staff and managers to address the lack of understanding of the organisational culture and the detailed findings of the CulturePrint

survey should be publicised. At a regional level it was recommended that a welcoming committee be established and the re-re-induction of current members who have transferred to a new regional office should also be undertaken. Several future research opportunities have been identified which are detailed at the conclusion of this research project.

SAMEVATTING

Die navorsing is gerig op die navorsingsvraag: Sal 'n induksieproses bydra om die verlangde organisatoriese kultuur van die SIU te skep? Die hoofdoel van die navorsing is om data in te samel oor die huidige siening en oordele van SIU-lede oor die organisatoriese kultuur en induksie, om die verhouding tussen die veranderlikes na te gaan en om aanbevelings te maak oor of die induksieproses kan bydra om die verlangde organisatoriese kultuur van die SIU te skep.

As navorsingsontwerp is 'n gevallestudie gebruik. 'n Kwalitatiewe, deurtastende beskrywing van die SIU is uitgevoer. Die organisatoriese kultuur en die induksieproses is beskryf om begrip te verleen oor die huidige organisatoriese kultuur. Data-insameling is gedoen deur middel van halfgestruktureerde onderhoude met deskundiges en halfgestruktureerde onderhoude met fokusgroepe.

Dit is vasgestel dat die SIU 'n noemenswaardige en herkenbare organisatoriese kultuur het, wat tot gevolg het dat die kultuur nie maklik vatbaar vir verandering is nie. Daarbenewens is daar 'n gemis aan begrip tussen die SIU-lede oor die konsep van organisatoriese kultuur en die beslissende rol, gevul deur lede in leierskapposisies, om die aard van die kultuur te bepaal.

Dit is bevind dat SIU-lede waarde heg aan 'n doelgerigte induksieprogram aangesien onbehoorlike induksie 'n negatiewe uitwerking op die bydrae van die nuwe rekrut by die organisasie het. Wanneer 'n nuwe rekrut nie induksie ontvang nie, word hy tog touwys deur te let op sy nuwe kollegas en sodoende word hy ingeburger in die nuwe organisatoriese kultuur.

Netsoos die induksieproses 'n uitwerking kan hê op die organisatoriese kultuur, netso kan die organisatoriese kultuur die induksieproses beïnvloed. Die huidige induksieproses het 'n negatiewe uitwerking op die pogings van die SIU om hul beoogde kultuur te verander

aangesien die huidige proses steeds 'n weerspieëling van die huidige kultuur van die SIU is. By gebrek aan 'n induksieproses, is bevind dat die huidige kultuur versterk gaan word. Die SIU se induksieproses behoort die verlangde organisatoriese kultuur te weerspieël.

Aanbevelings is gemaak oor die pad vorentoe wat die SIU moet volg. Dit word aanbeveel dat, op nasionale vlak, die nuwe, voorgestelde induksieprogram so gou dienlik toegepas moet word, dat opleiding aan SIU-personeel verskaf moet word en dat bestuurders die gebrek aan begrip oor die organisatoriese kultuur en die gedetailleerde bevindings van die CulturePrint-opname wêreldkundig moet maak deur dit te publiseer. Dit word aanbeveel dat, op streeksgrondslag, 'n verwelkomingskomitee op die been gebring moet word en dat 'n her-induksie van huidige lede, wat na nuwe streekskantore verplaas is, onderneem moet word. Hierdie navorsingsprojek sluit af deur die aandag te vestig op verskeie verdere navorsingsgeleenthede in hierdie verband.

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1 INTRODUCTION

1.1 Background

The research question that I wish to pursue is to determine what the role of an induction process is in creating the desired organisational culture at the Special Investigating Unit (SIU). The rationale behind this research is threefold:

Firstly, I am employed as a Manager in the Cape Town Office of the SIU and I am responsible for the induction, management and future performance of the new employees who are under my supervision. Challenges associated with these responsibilities led me to research the topics of induction and organisational culture for my Capstone Research Report in December 2006.

Secondly, the proposed area of research stems from issues identified and recommended for further research in the findings of the Capstone Research Report compiled in December 2006.

Thirdly, I am seeking to gain a more in-depth understanding of the phenomenon of organisational culture and how an induction process can assist in creating the desired organisational culture. This will be an essential skill as a manager in the SIU which is in the process of undergoing a rigorous organisational culture change arising from the redesign of the organisation.

1.2 Research problem

The SIU's induction programme has taken many forms over the past four years. It has alternated between an in-depth induction programme to merely an extended welcome of the new employees. In some instances employees have received induction exposure six months after commencing employment with the organisation.

The SIU is undergoing an organisational redesign. It is intended that the organisation will move from a very hierarchical and decentralised structure to a more integrated projects based structure. Along with this is the need to change the current organisational culture to the desired organisational culture.

I will conduct research to determine whether an induction programme could assist in making the change from the current organisational culture to the desired organisational culture.

The research question is therefore: Will an induction process assist in creating the desired organisational culture in the SIU?

1.3 Research objectives

The research objectives for this study are:

- Theory: To conduct a literature review on organisational culture and induction.
- Case study: To analyse the case of the SIU.
- Data collection: To collect data on the current perceptions and opinions on organisational culture and induction of staff in the SIU to explore the relationship between organisational culture and the induction process.
- Conclusion: To conclude whether an induction process can assist in creating the desired organisational culture.
- Recommendations: Arising from the analysis of the findings and formulated conclusions to recommend guidelines for the induction process to assist with creating the desired culture in the SIU.

1.4 Research design

In determining what type of research design will be used, consideration was given as to what kind of evidence is required and what kinds of results are aimed at (Mouton, 2001: 56). This is an empirical study with non-empirical elements in the literature review. Primary data will be collected and used, as well as an analysis of existing data. The data is chiefly textual and will be collected in a natural field setting.

The research design that will be followed will accord to the ethnographic method, namely the case study. It is also known as the descriptive design as it investigates groups, organisations or individuals, focusing on their behaviours, attitudes or rituals (Welman, Kruger & Mitchell, 2005: 193). Welman *et al.* state that the primary task of ethnographic research is to reveal and explain how people behave in particular environments. This is usually based on observations and interviews.

The ethnographic method (case study) is often also referred to as a qualitative research approach. This case study will be qualitative in nature and provide an in-depth description of the organisation, namely the SIU (Mouton, 2001: 149). In a case study there is usually only

one unit of analysis. In this research it is an organisation, the SIU, which is studied rigorously (Welman *et al.*, 2005: 193). Welman *et al* differentiate between hypothesis-testing research which deals with “the general and regular deduction” compared to the case study which is focused on “understanding the uniqueness and idiosyncrasy of a particular case in all its complexity”.

The case study will describe the background of the organisation, the aspects of the current and future induction programmes and the organisational culture within the SIU. There will also be elements of evaluative research, specifically a limited process evaluation of the induction programme in a qualitative manner (Mouton, 2001: 159).

Welman *et al.* (2005:193) describe three important aspects that must be considered when conducting the case study, namely:

- The case should be defined or the boundaries demarcated;
- The researcher must look for “recurring patterns and consistent regularities” when collecting the data, and not just describe it; and
- Triangulation, the use of at least three different approaches, should be used to corroborate findings.

1.5 Research methodology

According to Mouton (2001: 100) data collection in the human sciences can be performed by means of instruments including questionnaires, observations and interviews, using existing instruments or designing your own. The unit of analysis for this empirical research problem will be an organisation, namely the SIU. The variables are the induction process and the organisational culture.

In this study I will make use of the data collection methods as detailed in the table below and recognised by Mouton (2001: 105). In addition to these methods I have relied on my work experience to contribute to an understanding of the research question.

Data collection method	Specific types	Respondents
Interviews	<ul style="list-style-type: none"> Semi-structured expert interviews 	Heads of various departments, senior managers, operational managers, regional heads
Focus groups	<ul style="list-style-type: none"> Semi-structured focus groups 	Groups of operational members in various offices

Table 1: Data collection methods (Mouton, 2001: 105)

The theory indicates that interviews can take many forms with certain structures more suited to either qualitative or quantitative research. The level of structure can vary between structured, semi-structured and unstructured depending on the nature of the research.

The semi-structured interview style that I have selected allows the researcher to cover several themes and questions in the interview. There is not a rigid set of questions, as used in the structured interviews, and the themes and questions may vary between interviews depending on the interviewees. This approach has been followed, as recommended by Welman *et al.* (2005: 167), due to the research topic being of a sensitive nature.

The second method I have selected is the focus group which is a qualitative manner of gathering information. The focus group is described by Welman *et al.* (2005: 201) as “group in-depth interviews” which aim to collect information that could not be easily collected through individual interviews. The focus group is not meant to replace individual interviews.

Focus groups can provide many benefits if they are properly compiled and conducted. There should be between six and twelve participants and who should ideally have some knowledge or experience of the topic to be discussed (Welman *et al.*, 2005: 202). Some of the advantages that Welman *et al.* identified include;

- Information is obtained quickly and cost effectively;
- Respondents from different geographic areas can participate in a focus group through use of a teleconference facility;
- Participant discussions can lead to consensus or new ideas on the research problem; and
- The process is inclusive, allowing illiterate, uneducated or minor respondents to participate.

A disadvantage of the process is that participants' responses may be inhibited due to the group environment.

1.6 Outline of chapters

The outline of the chapters of the thesis is set out in the table below:

Chapter	Topic
1	Introduction
2	Literature Review: Organisational culture
3	Literature Review: Induction
4	Case study: the SIU <ul style="list-style-type: none"> • The organisation • Organisational culture within the SIU • Induction process within the SIU
5	Data collection on: <ul style="list-style-type: none"> • Induction in the SIU • Organisational culture in the SIU
6	Findings <ul style="list-style-type: none"> • Analysis of the data collected • Establishing the link between induction and organisational culture in the SIU
7	Recommendations
8	Conclusion

Table 2: Chapter outline.

1.7 Conclusion

This chapter sets out the rationale for the study as well as providing the research problem. The research question has been formulated as: Will an induction process assist in creating the desired organisational culture in the SIU? In order to answer this question and to meet the objectives the research will be qualitative and conducted within the ethnographic case study method. The next two chapters will review the current literature on the two variables; organisational culture and the induction process.

2 LITERATURE REVIEW: ORGANISATIONAL CULTURE

2.1 Introduction

Chapter one has outlined the research question and the methodology that will be used to conduct the research. It has been outlined as an empirical study with elements of a non-empirical study to be found in the literature review.

This chapter commences with a review of the literature on organisational culture, the first of the two variables in this study. The concept of organisational culture has been defined and thereafter a study of the literature on the effects, sources and changing of the organisational culture was undertaken. The literature was reviewed on whether organisational culture can be changed or merely altered and the interventions that could be used to achieve change.

2.2 Defining the concept of organisational culture

Organisations, although not alive, have personalities. These personalities include the values and beliefs of the organisation and the manner in which they conduct their business (Gqada, 2004: 30). The development and continuance of this personality is determined by the behaviour and conduct of the employees of the organisation and is known as organisational culture.

Schein (as cited in Robbins & Barnwell, 2002: 377) defined organisational culture as "the pattern of basic assumptions that a given group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration, and that have worked well enough to be considered valid, and, therefore, to be taught to new members as the new way to perceive, think and feel in relation to those problems." Schein further identified that the culture of the organisation is spread and shared with new employees through the socialisation and induction process of new members.

Robbins & Barnwell (2002: 377) identified from the wide selection of definitions and descriptions of organisational culture that the common theme is a "system of shared meaning within an organisation." Organisations have certain practices, values, and ceremonies which aid in establishing a widespread understanding between employees as to what is acceptable or preferred behaviour.

According to Reynecke *et al.* (as cited in Gqada 2004: 32), organisational culture is defined as "the deposit of knowledge, experiences, beliefs, values, attitude, meanings, hierarchies,

religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people on the course of generations through individual and group striving.”

The minimal definition given by Drennan (1992: 1) as “how things are done around here” comprises of a number of elements including, what is typical of the organisation, its habits and attitudes. Drennan argued that culture is developed by the repetition of methods and techniques utilised to do the work and these are then accepted as recognised procedures by management, and taught to the current and new employees.

Wheelan (1999: 101) defined culture as “a set of shared perceptions or assumptions about values, norms and goals. These assumptions, once established, dictate how people will behave...and achieve its goals.” She further suggested that the culture is a product of the processes which are innate to the group.

Addler, as cited by Kirkman, Gibson & Shapiro (2001:12), defined culture as “something that:

- Is shared by all (or almost all) members of a social group;
- Is passed on from generation to generation; and,
- Shapes behaviour and structures ones perception of the world.”

Addler, as cited by Kirkman, Gibson & Shapiro (2001:12), also defined cultural values as “a consciously and subconsciously held set of beliefs and norms that define what is right and wrong and specify general preferences.” These values are deeply held and more stable than attitudes which frequently change. Kirkman *et al.* (2001: 12) identified the most important of these values as “individual-collectivism.” This is the degree to which an employee values his own welfare over that of the organisation to which he is a member. The more of a collective culture, the more the employees desire harmony and group work.

In a discussion of what makes an organisation successful, Collins & Porras (2000: 135) identified that private sector companies send a constant and unswerving message, they indoctrinate their employees, impress the importance of good fit and foster a sense of belonging to the organisation. One of the recommended practices is the orientation of new employees to teach them the values, norms and the way things are done in the organisation.

The definition of culture, as set out by Daft (2004: 361) is consistent with the mainstream thought that it is composed of shared values, norms and beliefs. It is “the unwritten, feeling part of the organisation.” It was confirmed that culture is something which often goes

unobserved, but in which everyone participates. Only when an organisation tries to initiate a fundamental change in the culture will it experience the power of organisational culture.

Culture exists on two levels as depicted in the diagram below as submitted by Robbins & Barnwell (2002: 378). Daft (2004: 361) confirmed this multi-level existence of culture. The first level is the outward expression of culture, this is easier to observe and interpret. The second level is the “deeply held values, beliefs, assumptions, attitudes” which are more difficult to understand and interpret.

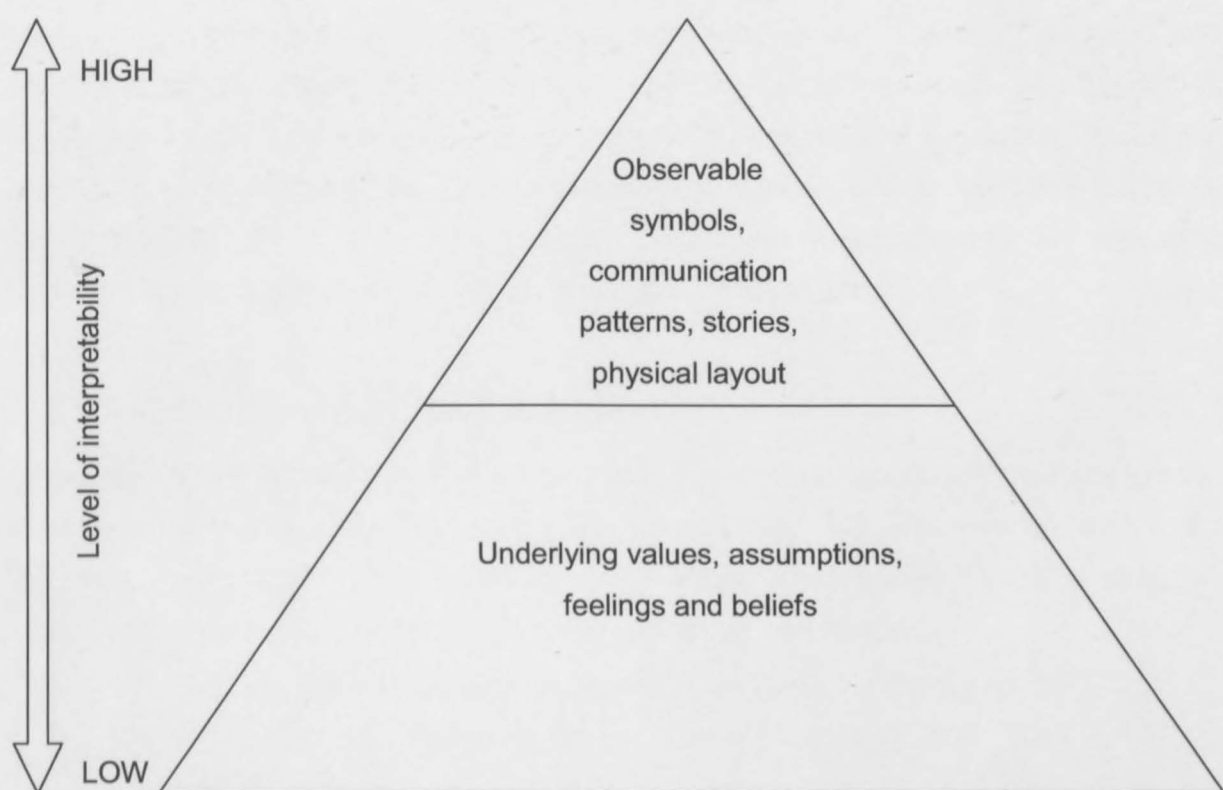


Figure 1: The different levels of culture, showing how interpretability varies with each level. Source: Robbins & Barnwell (2002: 378)

In addition to the levels on which culture exists, there are also dominant cultures and sub-cultures. A dominant culture is the “overriding core values shared by the majority of organisations’ members” (Robbins & Barnwell, 2002: 380). In large organisations sub-cultures are also found to emerge. These sub-cultures are separate cultures that develop and exist within different departments or offices and are contributed to by spatial and horizontal differentiation dimensions of organisational structure.

Price (2004: 257) differentiated between organisational culture that is something an organisation “is” and corporate culture that is something an organisation “has”. The latter was described as something that top management designs and imposes on employees and that is touted as the “official culture” of the organisation. If this corporate culture is not accepted and internalised by the employees, it will become a small sub-culture, driven by the top management, which floats uneasily on top of the other cultures in the organisation. Price argued that managers must acknowledge that “culture is a major variable to be influenced rather than a creation to be managed”.

A study of the culture of the South African Police Service (SAPS) conducted by Gqada (2004: 55) revealed that the organisational culture of SAPS was akin to a “para-military” or “cop culture.” Characteristics of this culture include mistrust which leads to suspicion and scepticism with the para-military rank system enforcing the levels of authority. There is a strong bond of camaraderie exists and the operational members of the SAPS, namely the investigators and detectives, will polarise together but still enjoy a large degree of autonomy in the performance of their work duties. The organisational structure is very rigid, bureaucratic and hierarchical, slow to adapt and lacks co-ordination.

2.3 The effects of organisational culture

Steenkamp & Van Schoor (2002: 9) contended that in an organisation with a strong culture, employees work closely together and share a tight bond. This allows for consistent and focused outputs in their performance. Steenkamp & Van Schoor identified qualities which are found in such organisations and have a positive effect on performance:

- The goals of the employees are all aligned to the vision of the organisation;
- The employees are motivated by the camaraderie and team spirit within the organisation; and,
- The presence of a strong culture reduced the need for supervision and control by means of rules as the culture dictated what the appropriate behaviour should be.

The last point is confirmed by Robbins & Barnwell (2002: 383) as they concurred that a strong culture “enhances behavioural consistency” and can be a substitute for rules and regulations.

Robbins & Barnwell (2002: 382) argue that a strong organisational culture does influence organisational effectiveness, the stronger the culture the more important that it is correctly aligned with the organisations variables, namely; “strategy, environment and technology.”

They cited the example that customers would not likely support an airline that encouraged risk-taking as part of its culture.

It is important that the culture should keep up with these changing variables to ensure responsiveness to the environment. The stronger the organisational culture, the harder it is to change. A strong culture in an organisation is where the organisations' primary values, as depicted by the dominant culture, are deeply held, visibly ordered and extensively shared (Robbins & Barnwell, 2002: 380; Daft, 2004: 386).

The success of an organisation lies with the attitudes and feelings of the employees regarding the organisation, their colleagues and their work and determines the manner in which the organisation reacts to challenges and opportunities (Reynecke *et al.*, as cited by Gqada, 2004: 33).

Wheelan (1999: 7) identified guidelines to establish an organisational culture that will enhance performance, namely, a clearly defined mission which all employees know and understand; specific expectations as to what outcomes are required; and valuing superior quality and service.

The manner in which a team carries out its tasks can become imbued with the culture that the team is exposed to in the organisation. In the process of performing a work culture analysis, Bain (1982: 36) identified that there can be pathological work cultures that can be prejudicial to the performance of the team and the organisation.

Collins (as cited by Daft, 2004: 363) conducted a six-year study on why some companies succeed from good to great performance and how they sustained their performance. Collins identified a number of characteristics in these successful companies, one of which was a culture of discipline. This culture resulted in all employees being focused on doing their part to make and keep the company successful.

2.4 The sources of organisational culture

Organisational culture, once established, remains firmly entrenched. Four methods were identified by Robbins & Barnwell (2002: 386) to sustain a culture. These are:

- Selection practices

The selection process introduces the applicant to the culture of the organisation and should the applicant, after this contact, feel that there is a difference in values they may withdraw themselves from the process. On the other hand, the selection process is often influenced by the decision-makers as they subjectively and often subconsciously measure the successful candidates to determine their organisational fit.

- Actions of top management

The behaviour and attitudes to certain issues and challenges of the leaders of the organisation are closely observed and followed by the employees. They also have an impact on the culture through their influence in the recruitment of employees with the desired cultural fit.

- Socialisation

New employees are the most likely to upset the organisational culture as they have not yet learnt and absorbed the specific culture of the organisation. This socialisation process, which uses isolation, formal training programmes and induction training as some of the tools, is important to orientate and indoctrinate the new employee into the organisations culture.

- Use of appropriate awards and punishment

Employees observe and experience themselves, rewards and reprimands which have a strong influence on their behaviour. The promotion and dismissal of employees also conveys a message as to what is desired behaviour and what is not.

Robbins (2005: 237) showed how organisational culture is established as detailed in the diagram below. Robbins emphasised that the actions of top management determine acceptable and unacceptable behaviour as well as the type of individuals recruited. The socialisation process follows and is aimed at aligning the new employees values to the values of the organisation.

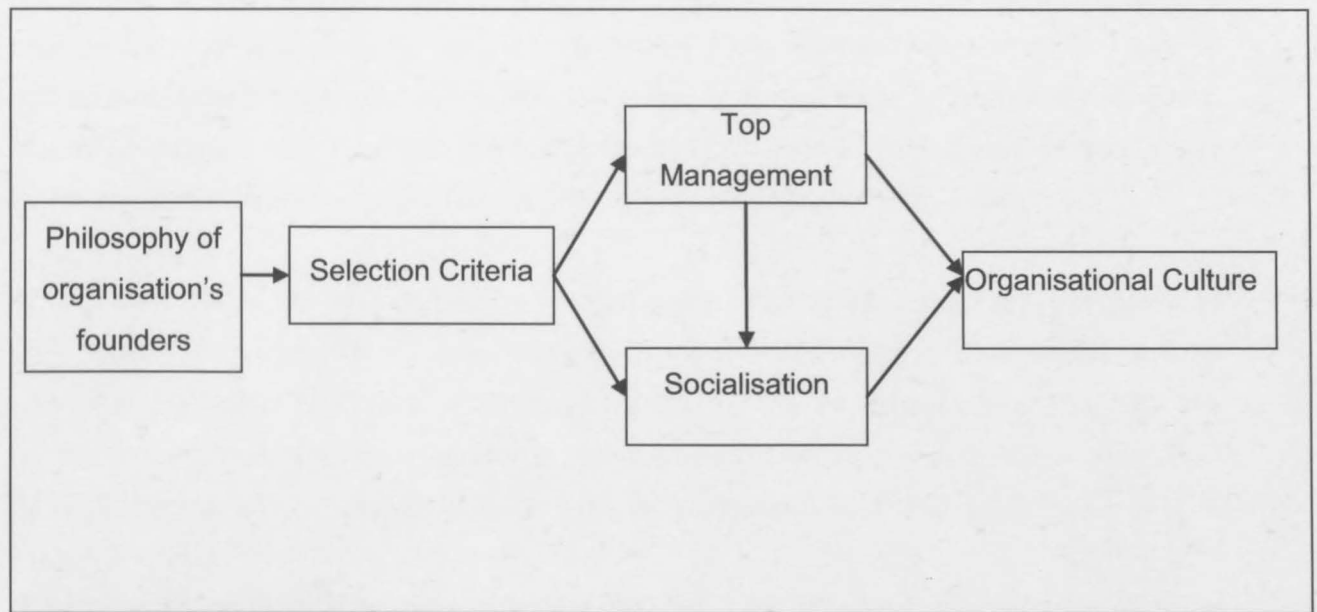


Figure 2: How Organisational Culture Forms (Robbins, 2005: 237)

Rites and ceremonies are important elements in reinforcing the organisations cultural values. Daft (2004: 364) identified four types of rites as quoted in the table below that are practised in organisations.

Type of Rite	Example	Social Consequences
Passage	Induction and basic training	Facilitate transition of persons into social roles and statuses that are new for them
Enhancement	Annual awards night	Enhance social identities and increase status of employees
Renewal	Organisational development activities	Refurbish social structures and improve organisational functioning
Integration	Office holiday party	Encourage and revive common feelings that bind members together and commit them to the organisation

Table 3: Types of rites identified by Daft (2004: 364)

2.5 Changing organisational culture

Organisational culture cannot simply be changed by creating a new culture. It is a lengthy process that may take as long as five to ten years. One must first understand the current culture before recommending new values and ways of doing things. In time, this will lay the foundation for new behaviour and the transmission to an evolved culture as it cannot simply be changed or replaced. (Senge, Kleiner, Roberts, Ross, Roth & Smith, 1999: 334)

An alternative approach is described as “a rapid culture destruction – amid an atmosphere of crisis, with the potential for suppressed resentment and backlash”. The example given by Senge *et al.* (1999: 335) is of Al Dunlap who came into an organisation and, with the permission of the board, removed all managers at senior levels and imposed a new set of rules. A new culture cannot be created, but the old culture can be destroyed.

Robbins & Barnwell (2002: 394) concurred that culture is the most difficult organisational characteristic to change, measure or manage. One of the reasons cited is that many of the aspects of the culture are often not thoroughly understood or correctly interpreted and therefore do not respond to “conventional management techniques”. Goleman, Boyatzis & Mc Kee confirmed that leaders need to pay attention to the culture and learn from it in order to be able to encourage a successful change of the culture (2002: 195). Management plays a part in creating the culture, but it is predominately the members that are the major contributors to the traits of the culture. Robbins warned managers that there is little they can do to change culture.

Robbins & Barnwell identified eight situational factors that influence or facilitate a cultural change, which he claimed are receiving increasing support from theorists. The factors are:

- A dramatic crisis
- A long-term slow decline
- Leadership turnover
- Life-cycle stage
- Age of the organisation
- Size of the organisation
- Strength of the current culture
- Absence of sub-cultures

A study of cultural change in large organisations revealed that only a few attempts at cultural change could be rated as successful. This was mostly because cultures were found to have a strong ability to revert to the original culture. The successful attempts were multi-

dimensional and focused on several important techniques (Robbins & Barnwell, 2002: 398).

The most important of these are listed below:

- Applying firm leadership
- Seeking political support
- Changing key personnel
- Implementing structural changes
- Avoiding micro-managing the details
- The need to be patient
- Applying appropriate management skills

Dubrin (2004: 80) concurred with Robbins & Barnwell on the point that modifications as dramatic as organisational change may be needed to alter the organisations culture. Drennan (1992: 3) agreed that there need to be changes in the procedures, the structure of the organisation or the attitudes of the manager if they want to change the employees' attitudes. Although the external environment has an influence on employees' attitudes, the environment or culture inside the organisation is the most influential and the power to change the culture therefore lies in the hands of the managers. Drennan concurred with the majority of the authors that changing the organisational culture takes time and patience as new behaviours slowly become new habits.

Goleman *et al.* (2005: 233) prescribed that change should be made by means of a process and not a merely a programme. The process should be a strategic objective and driven from the top down. It must take into account the current culture at organisational level, create resonance about the idea of change and identify individuals who will assume the leadership roles in the process.

2.6 Conclusion

In this chapter the definitions and understandings of various authors on the concept of the variable, organisational culture, have been illustrated. Their opinions on the effects of organisational culture have highlighted the importance of the understanding of managers of this phenomenon. The identification of the variety of sources of organisational culture, their contribution to shaping the organisational culture and specifically how to change it, will assist in answering the research question.

The literature that has been evaluated on the second variable of this study, namely induction, is covered in the next chapter.

3 LITERATURE REVIEW: INDUCTION

3.1 Introduction

This chapter covers the review of current literature on the induction variable. The purpose of the review is to evaluate two aspects of induction, namely the various definitions of the concept of induction and secondly, the importance of the induction process.

The previous chapter dealt with the current literature on the first variable, organisational culture, and touched on the theme of induction in the process. The review on induction will reveal further associations with the phenomenon of organisational culture.

3.2 Defining the concept of induction

Induction is narrowly defined by the Heinemann dictionary (2001: 518) as “the act or ceremony of installing a new person into an office”. The Oxford dictionary (2002: 722) is in agreement with this definition and defines induction as “the action or process of inducting someone to a post, organisation, etc”.

Induction takes place on the arrival of the new employee in their new job. It is a detailed process that aims at informing the new employee of all the relevant information required to enable them to start performing almost immediately in their new position. The process is also referred to as orientation or socialisation and is important in the integration of the new employee into the organisation (Grobler, Wörnich, Carrel, Elbert & Hatfield, 2006: 207).

Another more recent term used in association with the induction process, is onboarding. Although this includes the welcoming of the new member, their induction and orientation, it goes a lot further to avoid losing valuable new recruits (Garrun, 2007: 11). Johnson also used the term onboarding and described how this is used in conjunction with the usual orientation process of new employees where they learn the rules and values of the organisations (Johnson, 2007: 23).

Induction is the process which enables a new employee to integrate into the organisation. It encompasses the new employee learning about the organisations' culture, policies, procedures and the details of their job. It should be a process that marks the start of the new employee's “personal and professional development within the organisation” and should be carried out over several days or weeks (“Organising the induction of the new recruits”, 2006).

Schroenn agreed that it is the start of their development and their relationship with the organisation (2007).

"First impressions are lasting ones. The induction and orientation period is an emotionally charged time for the new employee and those early experiences imprint lasting memories" claimed O'Shea as cited by Flanagan & Finger (2006: 365).

Commencing a new job is usually a very stressful experience for the new employee. They find themselves in a new environment and must make adjustments in order to acclimatise to the value system, policies and procedures, new colleagues and the job requirements of the organisation. Orientation programmes often overlook these challenges, which is unfortunate as successful orientation can assist the employee to become a participating, valuable member of the organisation. Other advantages include job satisfaction, high quality performance, reduction in mistakes, good working relationships with colleagues and reduced staff turnover (Grobler *et al.*, 2006: 209).

It is accepted that the induction of the new employee commences even before they receive a job offer. The organisation's recruitment and selection process, their advertising for the position, website and media image all contribute to making a first impression on the potential employee.

Also known as socialisation, Robbins & Barnwell (2002: 104) described the adaptation process as one where the new employee "learns the values, norms and expected behaviour patterns for the job and the organisation of which they will be a part." In the case of professional employees, this socialisation process is often completed during their education and prior to them joining the organisation. Fourie, Woods & Bleun (2007) confirm that the induction process is a critical opportunity to allow the new employee to assimilate themselves into the organisations' culture as soon as possible.

Robbins (1982: 172) warned against confusing the orientation of the new employees on the job with the process of socialisation, as the orientation is only a minor element of the more comprehensive socialisation process. Robbins defined orientation as "the activities involved in introducing a new employee to the organisation and to her work unit." It follows on from the information that was received during the interview stages and is aimed at reducing the stress of the first day on a new job. Socialisation is an ongoing process and aims to "fine-tune the fit between the candidate's qualities and the organisations desires" (Robbins 1982: 189).

Mullins (1999: 754) defined induction as “the introduction of a new member of staff to the culture and environment of the organisation, its policies and practices and to the other members of staff.” It is viewed as an ongoing process that may continue for the first few months and should focus on the rules and regulations as well as on the culture of the organisation.

Amos, Ristow & Ristow (2004: 39) described orientation, which is also known as induction, as “a planned and structured process of assisting a new employee to function effectively within the organisation with minimum delay.” Introducing the new employee to his supervisors and colleagues is an important part of the induction process to help him settle into his new job (“Employee induction booklet for small businesses”).

Induction is the practice of greeting and settling in new employees when they join the organisation and supplying them with basic information that they require to start work (Armstrong, 1999: 405). Armstrong stated that induction has four aims:

- To assist with the initial stages of the new job in the new and peculiar environment;
- To institute a positive attitude to the organisation;
- To enable the employee to start producing outputs in the shortest time; and,
- To negate the chances of the employee leaving the organisation.

3.3 The importance of the induction process

Robbins (2005: 234) highlighted the benefits of a successful socialisation process, which includes an induction programme, as it produces an employee who has acquired the culture of the organisation, knows how things are done and what is important, what behaviours are acceptable and desired and those that are not. This results in a good organisational fit between the employee and the organisation. Robbins connected the important role that organisational culture plays in this process as the new employee is influenced and guided by the “values and norms”, described as culture, held and exhibited by colleagues.

Illustrated below is Robbins socialisation model which indicates the outcomes of the process (2005: 235). It will affect the new employee’s productivity, commitment and their decision as to whether to remain with the organisation. There is continued, often subtle, socialisation of all employees within the organisation during the course of their careers, which contributes to the sustaining of the organisational culture.

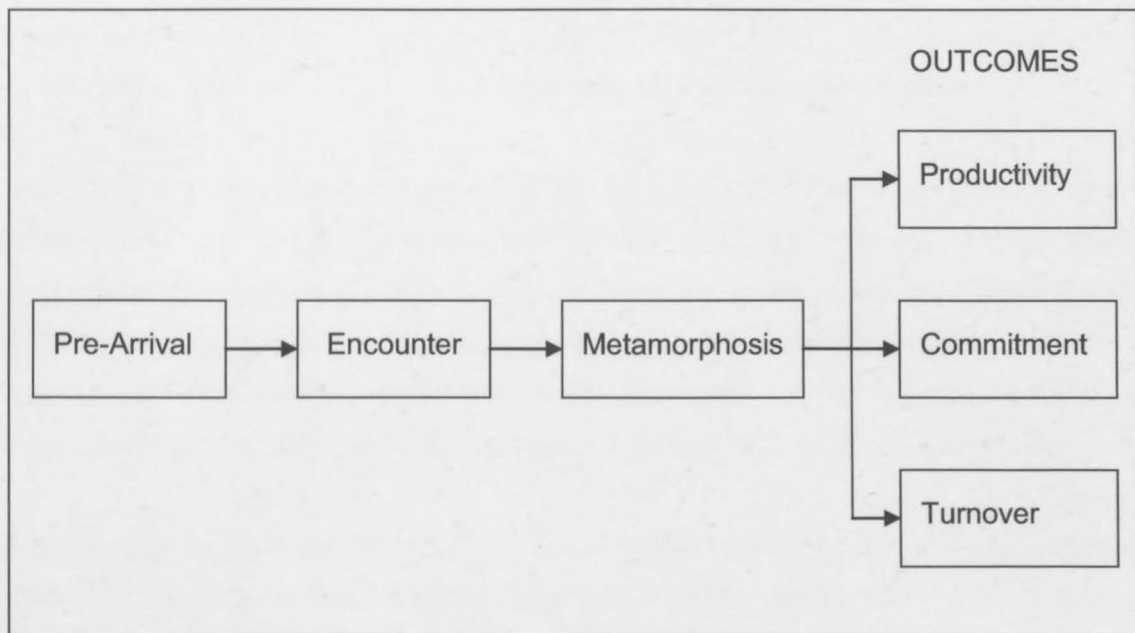


Figure 3: A Socialisation Model, (Robbins, 2005: 235)

An effective and well planned induction programme will assist in settling in the new employee quickly and ensuring that their first impressions of the organisation are positive. The result will be a motivated and positive employee who is empowered to start contributing to the organisation almost immediately (Mullins, 1999: 754). Long-term positive effects include decreased staff turnover and absenteeism and avoidance of accidents or errors at work.

The view of Mullins is maintained by Grobler *et al.* (2006: 209), that an effective induction programme can have several benefits for the employer, including reduced staff turnover, a reduction in absenteeism and higher performance and commitment. The objectives of the induction process include (Grobler *et al.*, 2006: 207):

- Acquainting new employees with job procedures;
- Establishing relationships with co-workers, including sub-ordinates and supervisors;
- Creating a sense of belonging among employees by showing them how their job fits into the overall organisation;
- Acquainting new employees with the goals of the organisation;
- Indicating to the employees the preferred means by which these goals should be attained;
- Identifying the basic responsibilities of the job; and,
- Indicating the required behaviour patterns for effective job performance.

Induction has benefits for both the employer and employee as it can anticipate errors that may occur as a result of uncertainty or misunderstanding on the part of the new employee. Induction therefore creates a sense of certainty and security and fosters a professional, productive and purposeful working environment (Schroenn, 2007). The induction process is also directly related to how quickly a new employee settles into a new position.

Semler (1999: 91) promotes a school of thought that "...some rules were better not written. Common sense would be the best alternative, by far". This logic was applied by Semler in the management of his group of production companies in Brazil. They were "trading written rules for common sense." This management approach may not be suitable for all organisations, the SIU being one of them, as the environment in which it operates is closely regulated and controlled by watchdogs such as Parliament and the Auditor-General.

A variety of employees in the organisation, including managers, supervisors and colleagues, are actively involved in the induction process, thus increasing their influence in the transmission of the culture. Mullins (1999: 754) also recommended the appointment of a mentor or buddy to a new employee to help them settle in.

Induction also clarifies the psychological contract the employee has with the organisation (Mullins, 1999: 754). The psychological contract is described as "the implicit, unwritten beliefs and assumptions about how employees are expected to behave and what responses they can expect from their employer" or "the way things are done around here." This definition shows the importance of organisational culture or "the way things are done around here" and its effect on the new employee in the induction process.

Amos *et al.* (2004: 39) confirmed the existence of the psychological contract that is formed between the employer and employee and emphasised the importance of the clarification of expectation that must take place in the induction process to ensure that there is "the formation of a realistic contract." Expectations that surround the induction process include that of a "rite of passage" or ritual for the new employee.

Armstrong (1999: 406) stated that the reasons for the importance of successful induction are to influence the commitment of the employees to the organisation and so the induction process must emphasise that the organisation is worth working for. Induction can reduce the cost and inconvenience of early resignations. It was highlighted by Fowler, as cited by Armstrong (1999: 406), that the costs of recruitment and selection, induction and training of the new employee can be considerable. It was estimated that for professional employees it

could be as high as 75% of the annual salary and for support staff up to 50% of annual salary.

Price (2004: 599) warned that the induction process needs to be carefully planned and executed otherwise the employer may become a victim of the "induction crisis." This is a common phenomenon where the new employee leaves the organisation within the first few weeks, resulting in the loss of a significant and costly investment. This induction crisis is confirmed as a common occurrence in the results of a survey conducted in 2004 and published by the Reed website. The survey found that one in twenty-five new recruits resigned after a short period due to the lack of a proper induction process and 93% of the participants in the survey believed that poor induction had an ongoing negative impact on their work performance ("Organising the induction of new recruits", 2006).

The Chartered Institute of Personnel and Development (CIPD) in the United Kingdom conducted a study on the learning methods utilised for induction training as cited by Price (2004: 600). The third annual survey of the CIPD, (1999), revealed that the manager's most preferred method of training, by 84.3%, was face-to-face training. Other popular methods, as depicted in the table below, included on-the-job-training, mentoring and formal education. The revolution of the typical training methods with online training or e-learning was tipped to be the preferred training method of the future. It introduces a new and innovative way of delivering training and educating employees.

Method	Percentage
On-the-job training	87.3
Face-to-face	84.3
Coaching / mentoring	59.4
Formal education	49.6
Conference	43.4
Open learning (non-electronic)	34.7
CD-ROM	28.9
Video	26.1
Intranet	23.7
Other computer	22.7
Internet	16.5
Action learning	14.7
Audio based	8.4
Extranets	7.4

Table 4: The third annual survey of the Chartered Institute of Personnel and Development, (1999), (Price, 2004: 600)

3.4 Conclusion

The literature review has revealed that induction is a broad theme as seen by some of the wider definitions. The literature is however clear and mostly in agreement on how important an induction process is for an employee in the new organisation. Without a proper induction process the organisation may face the risk of losing the new employee.

The authors of the literature that was reviewed made associations between the two variables which demonstrated how they intersect with each other. In the next chapter these two variables will be explored within the context of the case study carried out on the SIU.

4 CASE STUDY: THE SIU

4.1 Introduction

The literature review conducted on the two variables has provided a good understanding of the current opinions and literature and demonstrates the linkage between them. This theoretical understanding sets the tone for the case study of these two themes within the context of the SIU. This chapter sets out the background of the SIU organisation and then examines the induction and organisational culture within the SIU.

4.2 The organisation

The Heath Commission was established by the Eastern Cape Government in 1995 to conduct an enquiry into fraud and corruption in the province. It was initially a Commission of Enquiry and was headed by former Judge Willem Heath. The Heath Commission was based in King Williams Town and was later relocated to East London. In 1996 the Heath Commission became a national body, known as the Heath SIU, in terms of the Special Investigating Units' and Tribunals' Act, Act 74 of 1996.

During the period 1996 to 2000, the SIU was led by former Judge Willem Heath who was appointed as the Head of the SIU. The members of the SIU were recruited mostly from the public sector with ex-SAPS members constituting the majority of the operational employees.

The SIU is a constitutional body and reports directly to Parliament and the President of South Africa. The mandate of the SIU is to investigate and institute legal proceedings in instances of fraud, corruption and maladministration relating to State funds and assets. The investigations of the SIU mostly focus on the public sector, but also deal with private sector accomplices.

In 2000 a Constitutional Court judgement found that Judge Heath was legally unable to act as the head of the SIU. This was a severe blow to the SIU and the organisation suffered a significant loss of its members who left, fearing that the SIU would be disbanded. In July 2001, the new SIU was established by Act 74 of 1996 and Advocate Willie Hofmeyr was appointed as the Head of the SIU. At this point the staff complement had reduced to 67 members due to the uncertainty of the future of the SIU. Under the leadership of Willie Hofmeyr, the organisation has grown from 67 members to 450 in early 2007.

The SIU Annual Report for 2005 confirms that the core function of the SIU remains the investigation of fraud, corruption and maladministration relating to public funds and/or officials. The SIU also has the power to institute civil legal action to recover any losses suffered by the State. The SIU has developed a new Vision which is "Working together to rid society of corruption". The SIU's Mission states that this is achieved through quality forensic investigations and litigation.

4.3 Organisational culture within the SIU

4.3.1 *Background to the organisational culture assessment*

In February 2007, organisational culture of the SIU was formally assessed for the first time as part of a greater organisational redesign process. This assessment was conducted by an external service provider, Deloitte Consulting (Pty) Ltd. The "Deloitte CulturePrint for the South African Business Environment" was utilised as the assessment tool.

This section will detail the organisational culture assessment of the SIU that was conducted and will provide an analysis of the results. The purpose is to describe and create an understanding of the existing organisational culture in the SIU. This assessment also provides an insight into what the SIU perceives its desired culture to be.

4.3.2 *Scope of the organisational culture assessment*

The CulturePrint tool measures organisational culture along 20 sub-dimensions which are arranged into 5 key dimensions. The figure below indicates these key- and sub-dimensions against which the culture of the SIU was measured.

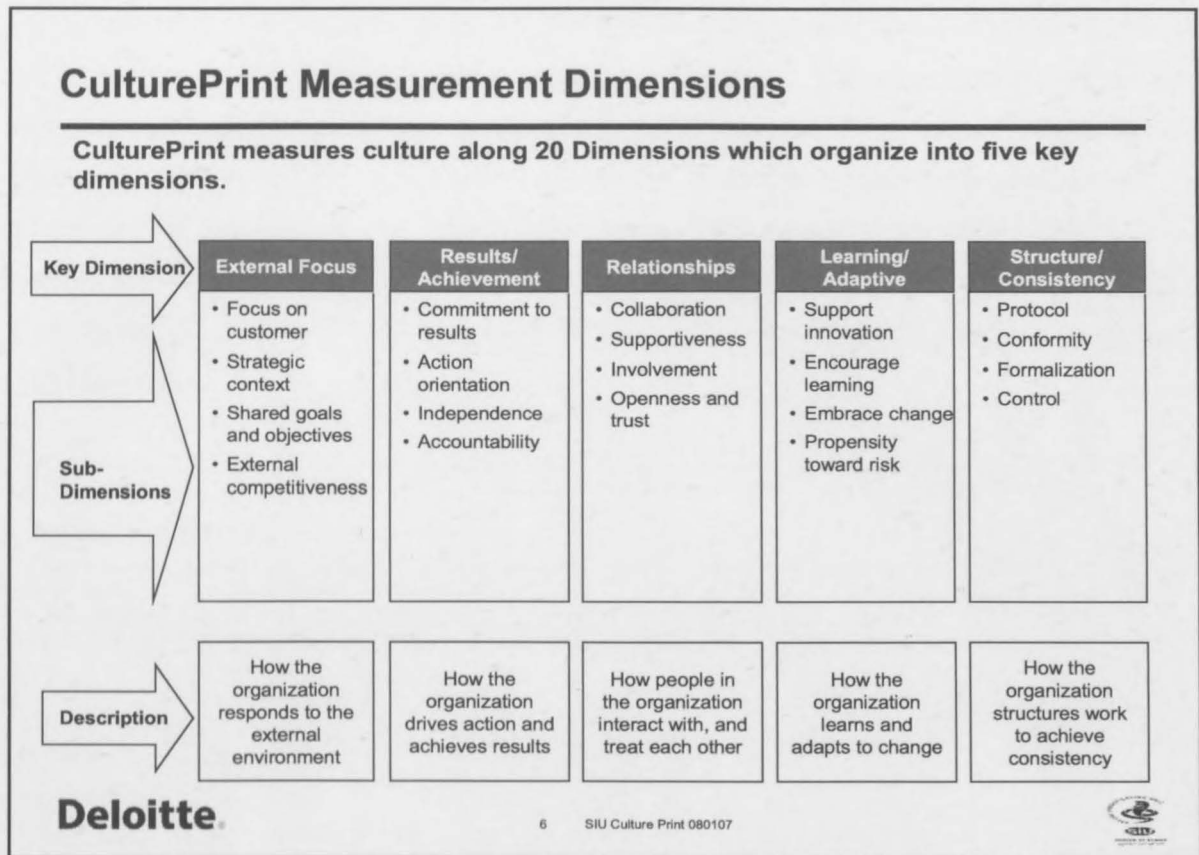


Figure 4: CulturePrint Measurement Dimensions.

The definitions accorded to these five key dimensions are (Deloitte presentation: 13 March 2007):

- **“External Focus Dimension:** How the organisation responds to the external environment in which it operates.
- **Results / Achievement Dimension:** How the organisation drives action and achieves results.
- **Structure / Consistency Dimension:** How the organisation structures work to achieve consistency and stability.
- **Relationships Dimension:** How people in the organisation interact with and treat one another.
- **Learning / Adaptive Dimension:** How an organisation learns and adapts to changes.”

The data collection was conducted by online questionnaires to assess the opinions of all the members of the SIU. The internet link for the online questionnaire was distributed to all permanent and contract members of the SIU. The online questionnaire was then completed and immediately submitted via the internet. This provided an independent and confidential process to gather credible information from as large a sample group as possible.

The analysis was designed to measure both the current organisational culture as well as the desired organisational culture of the SIU. All members, including management, were requested to participate in the questionnaire that measured the current organisational culture. There was a total population of 386 in this group, of which 66.1% participated. The questionnaire measuring the desired organisational culture was only distributed to management. The percentage of the population of this group that participated was 61.4%. A more detailed breakdown of the sample, including the geographical spread, is displayed in the figure below:

SIU Culture Print Survey			
General Staff Responses by 27 February 2007			
Region	Responses	Headcount	Percentage (%)
Head Office	23	37	62.2
Gauteng	64	*121	53
Kwazulu-Natal	25	62	40.3
Eastern Cape	76	*131	58
Western Cape	26	35	74.3
Staff Total	220	329	66.8
Management	35	57	61.4
Staff and Management Total	255	386	66.1

*Gauteng includes Pretoria, Nelspruit and Polokwane
 * Eastern Cape includes Bloemfontein and Umtata
 *Kwazulu-Natal includes only Durban
 *Total Staff and Management Responses will be different to regional total as some individuals did not indicate their region.

Deloitte

7 SIU Culture Print 070312F




Table 5: Sample size and regional spread of participants in the survey.

The level of responses varies between the regions with KwaZulu-Natal having the poorest response from their staff at 40.3%. The Western Cape has the highest response from their staff at 74.3% and is the only province with a response greater than the average of 66.8%.

4.3.3 The current organisational culture of the SIU

The results of the survey revealed the intricacies of the current as well as the desired organisational culture of the SIU. I shall deal with the findings on the current organisational culture first.

The figure below illustrates the current culture of the SIU as perceived by the two main groupings; management and general staff. The results from these two groups are mapped out separately to reflect the responses of each group across the 20 sub-dimensions.

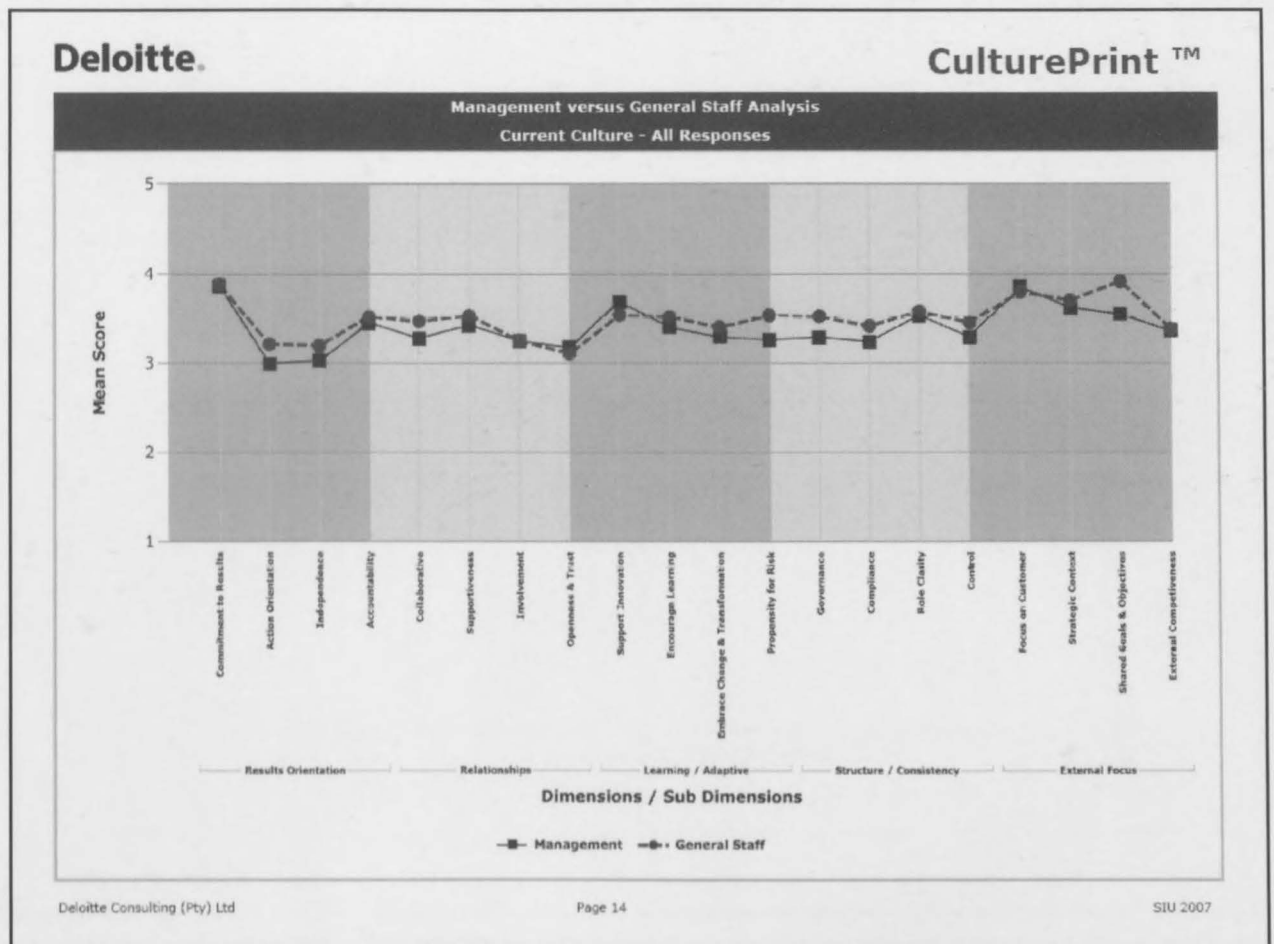


Figure 5: Current organisational culture of the SIU.

The results of the CulturePrint, as illustrated in the figure above, revealed that the management and staff have a similar view of the current culture of the SIU as the scores are very close. This was found to be a positive factor as it indicates that the SIU has a clearly recognisable culture that is experienced on all levels in the organisation (Deloitte presentation: 13 March 2007).

4.3.4 The desired organisational culture of the SIU

The desired organisational culture of the SIU was also measured and was based on the data collected from the management group only. The purpose of measuring the organisation's desired culture was to define exactly where the SIU is striving to be in terms of culture. It also was able to identify the gaps between the current and the desired culture.

The graph below indicates what the desired culture of the SIU is in comparison to the current culture. It was found that the scores for the desired culture were mostly higher scores than those for the current culture.

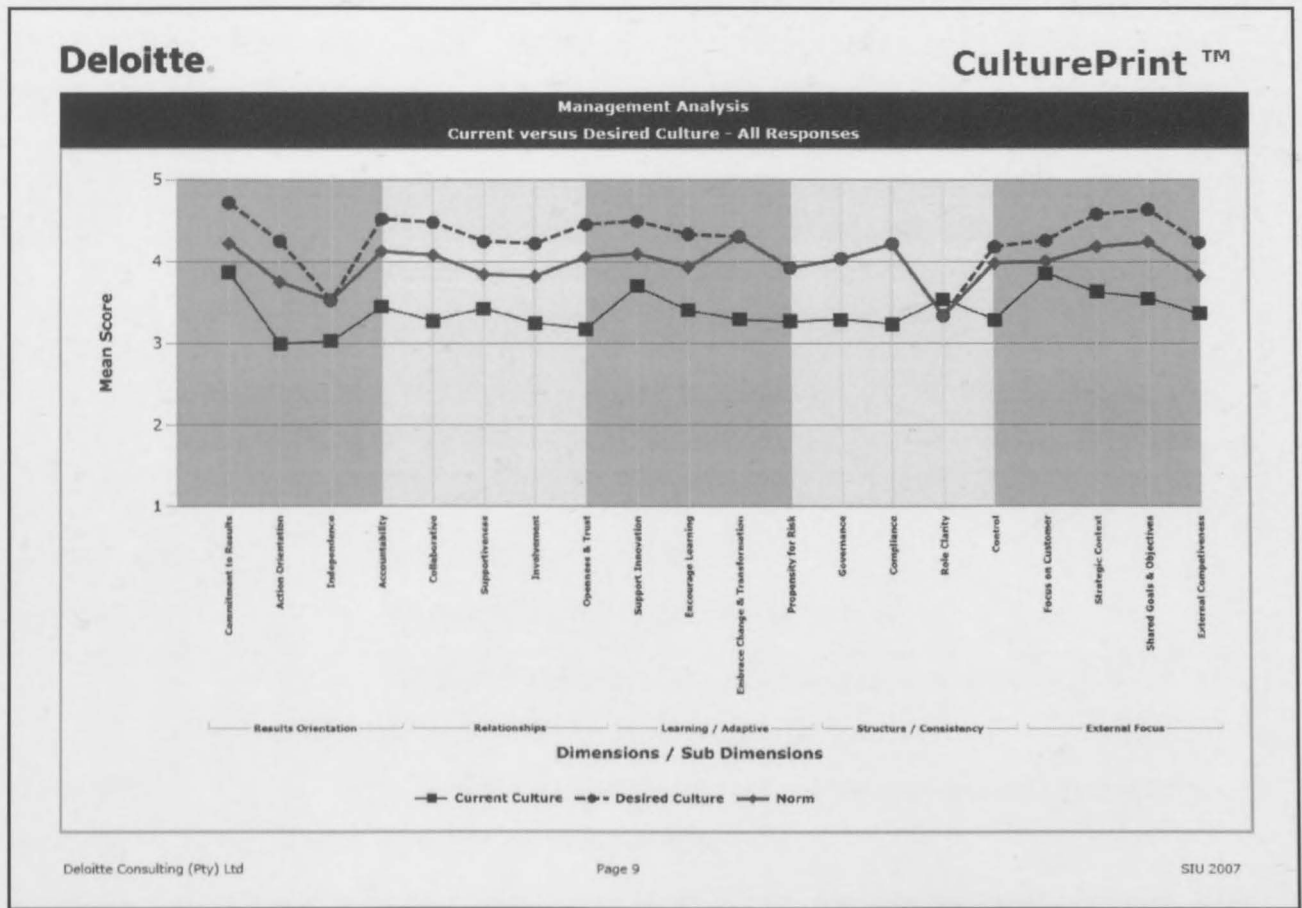


Figure 6: Desired organisational culture of the SIU.

The data collected in the survey included information pertaining to the specific demographics of the respondents. This was designed so that the results would differentiate between the responses received from the various groupings within the SIU. In this way, we are able to distinguish possible sub-cultures or peculiarities within these groupings. Differentiations were made in the findings based on the following demographics of the SIU members:

- Management
- General staff
- Gender
- Ethnic classification
- Region
- Age
- Seniority level
- Years of service

4.3.5 Differences between the current and the desired organisational culture

The report on the analysis of the current and desired culture identified several significant gaps. The six most important dimensions where gaps were identified have been highlighted and recommendations made to narrow the gap. The dimensions with the largest gaps between the current and desired culture are indicated in the table below with the recommendations (Deloitte presentation: 13 March 2007).

Dimension	Recommendation
Action orientation	<ul style="list-style-type: none"> • A more action orientated culture must be developed and should be driven by lower levels of management. • Rewards, remuneration, incentive schemes can drive this behaviour.
Collaboration	<ul style="list-style-type: none"> • Integrate key functions across SIU in daily operational and project work to improve collaboration. • Set common team goals and objectives.
Openness and trust	<ul style="list-style-type: none"> • Additional examination of this dimension must be carried out to determine the origin of the lack of trust. • Leadership development could assist with improving interpersonal and communication skills. • Set up formal and informal forums where members can voice their opinions.
Embrace change and transformation	<ul style="list-style-type: none"> • Increased involvement of management in the change process. • Regular interactions with management team to identify and resolve change issues, monitor change progress and implement corrective actions. • Clear involvement of staff in the organisational change process, especially on matters that directly involve them. • Set clear transformation goals for the managers, staff and organisation.
Compliance	<ul style="list-style-type: none"> • Update current policies and procedures and ensure there is easy access and a good understanding of the policies. • Managers must enforce compliance with the policies at all levels.

Table 6: Dimensions requiring improvements to achieve the desired organisational culture.

It was recommended that by implementing these steps it will assist in driving the current culture of the SIU towards its desired culture.

4.3.6 Conclusion

The results of the CulturePrint survey have provided a comprehensive analysis of the desired and current culture of the SIU. The sample was of a sufficient size for it to be an accurate snapshot of the SIU. The objective and detailed information obtained from the survey has enabled a greater understanding on the current culture and identified clearly the steps that the SIU needs to embark on to drive the current culture closer to the desired culture.

4.4 Induction process within the SIU

4.4.1 Introduction

The SIU has undergone many changes and is set to undergo many more in the movement towards its desired culture. Similarly, the induction programmes of the SIU have had to keep up with these changes and the growing demand for induction due to the rapid growth in the number of staff that the SIU has achieved. This chapter describes the current induction programme and the new induction programme which has been proposed by the SIU.

4.4.2 The current induction programme

The current induction programme started in 2003 and was initially held every few months in each of the regional offices of the SIU. It aimed to induct the new recruits during a three-day period. The objectives of the induction programme were to assist all new recruits by:

- Familiarising them with their new work environment;
- Explaining the policies and operational procedures; and,
- Providing a starting point for the acculturation process.

All new employees were required to attend. Senior managers from various SIU provincial offices as well as Finance, Human Resources and Operations also participated in the programme by means of presentations on their areas of responsibility.

4.4.3 Challenges identified with the current programme

As a result of my experience in working with newly-inducted employees and my role as the supervisor in the induction process, the following challenges were identified with the current induction programme of the SIU:

- The SIU has grown rapidly from 67 employees in 2001 to 450 in 2007, requiring a more regular and intensive induction programme.
- Employees were not inducted on their arrival. Often employees had to wait for up to six months for the next induction programme to take place. This impacted negatively on their socialisation and productivity within the organisation.
- The managers involved in the induction programme were often unavailable, which would either cause further delays or they would not participate in that particular presentation.
- The travel time and costs of the programme escalated sharply as induction had to be offered in the three new SIU provincial offices when they opened.
- The programme was resource-intensive, particularly the escalating costs and the considerable utilisation of senior personnel's time.
- The limited budget of the training division was also a constraint with the travelling costs consuming 80% of the budget.

4.4.4 The proposal for a new induction programme

The need for a new and improved induction programme was acknowledged and a task team was set up to design a proposal for the new programme. It was acknowledged that a more effective and cost-efficient induction process was required. Other criteria were that the induction programme be immediately available to the new employees, allowing them to quickly settle into their new position and become productive as soon as possible.

The task team drafted a proposal for the new induction programme which was submitted to senior management. The programme will consist of four phases (Dreyer, Naidoo, Meyer & Ngabeni, 2006: 4). All phases are inter-connected and form part of establishing an understanding of the culture, values and working methodologies of the SIU.

The phases consist of:

- Phase 1 – Preparatory pre-recruitment. This phase acknowledges the commencement of the induction process prior to the employees' appointment.
- Phase 2 – Corporate on-site induction. This phase covers the employees first day at work and the induction to the physical environment and orientation.

- Phase 3 – Multi-media e-learning. This introduces an exciting new dimension to the induction process by means of an interactive DVD introducing the “Faces of the SIU” and followed up by a questionnaire.
- Phase 4 – Informal buddy system. This is also a new element of the induction process and teams the new employee with someone on their level to assist them as and when they need help.

The new and exciting phase of the programme is the e-learning aspect by means of the multi-media DVD. The objective of the DVD is to address the immediate need for induction which will occur on the arrival of the new employee at the organisation. The DVD will also contain a Question and Answer section which will channel feedback to Human Resources in order to earmark any further induction or training requirements for each individual employee. It was determined that the new induction programme may only be implemented in early 2007 due to delays in the design of the multi-media product and its interface with the Human Resource's training database and the SIU intranet.

4.5 Conclusion

The current induction programme has been acknowledged as being insufficient and an attempt to address these shortcomings is evidenced in the outline of the new induction programme that has been proposed. At the time of conducting this research the new induction programme had not yet been implemented.

The following chapter sets out the data that was collected, using the methods of expert interviews and focus groups, on the two variables as well as the link between the variables.

5 DATA COLLECTION

5.1 Introduction

As detailed in the research methodology in chapter 1 section 1.5, the data collection methods used were interviews and focus groups. The interviews were conducted in a semi-structured manner. The profile of the sample of interviewees comprised of specific members of the SIU who were identified as having expert knowledge on the topic. The interviewees were identified based on their experience, their key position and their instrumental leadership role in the SIU. The sample identified members in the following positions in the SIU; various heads of departments, senior managers, operational managers and regional heads.

Several limitations were experienced in conducting these interviews as some of the interviewees in the identified sample were not available for interviews. This was due to their senior positions in the SIU and the busy schedules they have. This was exacerbated by the fact that the interviewees were located out of the Western Cape, where the researcher is based, which made accessibility difficult. Initially nine interviews were planned, but due to the above limitations, five were concluded.

Expert interviews were conducted with the following key members of the SIU:

Interviewee	Position in SIU	Where based
Faiek Davids	Deputy Head	Pretoria, Head Office
Toyo Mngaba	Regional Head: Eastern Cape	East London Regional Office
Heila Dreyer	Head: Training and Development	Pretoria, Head Office
Professor Chris Stone	Consultant: Training and Development	Pretoria, Head Office
Karam Singh	Project Manager: Organisational Design Project	Pretoria, Head Office

Table 7: Participants in the expert interviews.

On the conclusion of the expert interviews, the results were analysed and themes were identified which were used for further discussions with the semi-structured focus groups. There were two focus groups held in the Cape Town Regional Office of the SIU. The profiles of the participants included in these focus groups were operational members, consisting of

mostly investigators with a few administrative staff members. The participants in the focus groups included a mix of recently appointed members and members who have been with the SIU for several years. The results of the expert interviews are dealt with first and will be presented according to the topics discussed; namely organisational culture, the induction process and the link between the two. Thereafter, the findings from the focus groups will be discussed.

5.2 Expert interviews

5.2.1 Organisational Culture in the SIU

The interviewees were asked their opinion of the current organisational culture of the SIU and the response was that they generally felt positive about the current organisational culture. The opinions on the current culture varied from being described by Singh (interview, July 2007, 26) as being a strong alignment between management and staff about what the SIU is seeking to achieve in comparison to Davids (interview, July 2007, 27) view that there were pockets of different cultures in the SIU. The assessment of the organisational culture that was conducted by Deloitte was viewed by Davids as very important as it was able to provide an understanding of what the current culture is and provide a sense of where the SIU is currently.

There were very differing views about the levels of involvement in creating the culture. Mngqaba (interview, August 2007, 13) was of the view that to some extent he had a duty in maintaining and promoting it, but as a Regional Head his role was limited. He felt that it was chiefly the role of the Training and Development Department to map and translate organisational culture. Contrasting views expressed by Singh recognised the role that management and the staff have in creating a healthy culture.

Davids expressed the view that some of the current structures and practices were stifling entrepreneurship and innovative behaviour in some instances. His opinion was that the SIU is shifting towards a project based organisation with less hierarchy and more emphasis on high performance. This was reiterated by Dreyer (interview, August 2007, 21) who described the SIU as undergoing a metamorphosis from the small friendly, well-intentioned team to a dynamic growing organisation which boasts a much more diversified culture with a wider skills base.

A variety of instrumental factors were identified by the interviewees that have assisted in creating the current organisational culture. A factor that came through strongly in the

interviews of both Stones (interview, July 2007, 26) and Mngqaba was the influence of the team building events that the SIU arranged. These included team buildings held at regional office level and the annual national training / teambuilding week where all SIU members attend.

The influence of the profile of the members of the SIU was identified by Dreyer as an instrumental factor in creating the current culture. In particular, the predominance of the members in the SIU who were previously employed by the South African Police Service as well as members from a strong legal culture combined with the rapid influx of new members with new roles in the SIU has been attributed to the development of the current culture.

Other factors identified by Mngqaba and Singh included communication from top down and bottom up, commitment from management who are aligned around the strategy of the SIU and have a clear purpose and the management of the growth of the SIU in staff numbers. Stones emphasised the importance of all members sharing a common vision and respect for fellow employees at all levels. The last factor he identified was the awareness of all employees that their employment was based on their being successful in the thorough selection and integrity screening process that took place.

The majority of the interviewees were reluctant to express their opinion on the desired organisational culture of the SIU, as depicted in the findings of the CulturePrint survey. The opinions that were garnered from Dreyer and Singh indicated that the desired organisational culture was reflective of how top management feels, although it would need to be much more specific for the majority of staff members to understand it and buy into it. As the Deputy Head of the SIU, Davids view was that the SIU is becoming a high performance organisation which is underpinned by strong values that are driven through the organisation. He described these top five values as integrity, professionalism, effectiveness, motivation and co-operation.

The opinions of the interviewees on how the SIU will make the shift from the current to the desired organisational culture were in agreement that there needs to be buy-in from all the members to minimise resistance. It was recognised by Stones that the change will involve significant difficulty. Singh suggested openly sharing information with the staff on what the desired culture of the SIU is, especially at the national training week. Another method suggested by Dreyer was the use of interactive road shows at all the regional offices of the SIU. An important element of these road shows would be the professional manner in which they are presented, so as to encourage the staff to accept the changes.

To make the shift towards the desired culture Davids was of the opinion that the SIU needs a strong Human Resources capability to look after and develop the staff. The development of aspirational profiles for various positions within the SIU will assist in indicating what behaviour and values the SIU wants to inculcate into its employees. The role of the Training and Development department was also emphasised by Singh and Mngqaba as being very instrumental in reiterating what the desired organisational culture is.

The two key elements required to make this change were identified by Davids as being a strong management team and training interventions. On the latter point he identified several external interventions aimed at facilitating the change in culture that are already underway at the SIU. Examples of these interventions are the diversity training and attitudinal adjustment, job-coaching and on-the-job mentoring. These training interventions are based around the "ASK" model, a unique training model specifically developed for the SIU. The model assesses important competencies such as emotional intelligence, skills and knowledge, and results in customised training which is designed to meet the needs of the individual and the SIU.

The second key element identified by Davids was the establishment of a strong management team. It was felt that there is a need to start at the top, to build a strong executive team who shares values and lives and drives towards the vision of the SIU. People with the right attitudinal behaviour and the right personal profile are required. It is important to mould the executive team into a strong and coherent leadership team at the top who can cascade the values, behaviour and aspirational profiles down into the organisation. He saw the need to build a management team, from the executive team to the frontline managers, with a set of organisational values imbedded in them. The right people are needed in these positions so that the values can be driven through them and towards the vision of the SIU.

5.2.2 Induction in the SIU

Of the five experts interviewed, three had received induction on commencing their employment at the SIU. The three members who had received induction described it as very informal, limited and unstructured. In all three cases, there was no formal induction at the time the interviewee commenced with the SIU and the limited induction they received was very job-specific. The table below indicated the findings per each interviewee:

Interviewee	Induction received	Induction given	Remarks
Faiek Davids	Yes	Yes	Induction received was informal. Induction given was limited to road shows carried out in provinces.
Toyo Mnqaba	Yes	No	No formal induction process when started at SIU. Very informal, unstructured induction received.
Heila Dreyer	Yes	Yes	Intricately involved in the development and delivering of induction as the Head of the Training and Development Department.
Professor Chris Stones	No	No	Induction was not received as he is a consultant.
Karam Singh	No	No	Induction programme ineffective as no induction received.

Table 8: Induction experiences of expert interviewee participants.

The issue of the effectiveness of the induction programme at the SIU was discussed. Two interviewees that had not received induction expressed different opinions, Singh stating that the programme was ineffective as he had not yet received induction into the SIU at all. Stones did not comment on the effectiveness of the programme as he had not experienced it himself. He did remark that his observations over the past 12 months were that the induction programme of the SIU fulfilled the minimum requirements in his opinion, which he described as: getting to know how the SIU works, its culture and ethos, and developing a sense of identity with the SIU.

Davids, who had received induction and been involved in giving induction in a limited manner, described the current induction programme at the SIU as more of an abbreviated training session that could be viewed as an extended welcome rather than a proper induction programme. He was of the view that the current programme does not actually qualify as an induction programme as there are certain key objectives that are required and not contained in the current programme.

As the Head of the Training and Development Department, which plays a key role in the designing and delivery of induction in the SIU, Dreyer commented that the induction process of the SIU is still evolving. The current induction programme aims to provide new appointees with the minimum inputs on law, policy and internal processes to enable them to function in their new roles effectively. As part of this evolution a new initiative consisting of a skills assessment has been included as part of the induction. Also planned is an interactive DVD which will be handed to new employees immediately on their arrival and promises to be educational for both the employees and their managers. The effectiveness of these interventions will only be known once they have been fully implemented.

All the interviewees were unanimous in their responses that the induction for new employees was very important; Singh even described it as critical. Various reasons were given when asked why they perceived induction to be so important, their individual responses are summarised below:

- Regardless of the skills of the employees, they need to feel valued and that they play an important role in the SIU, no matter how small that role is (C. Stones, interview, July 2007, 26).
- Induction is an important way of introducing the new employee to the culture of the organisation and allows a rapport to develop between the presenter and receiver of the induction (T. Mngqaba, interview, August 2007, 13).
- Induction is important as it sets the tone, creates alignment, fixes expectations and communicates the organisational culture; First impressions are lasting ones. For the SIU to meet its strategic objective of being an employer of choice, induction will assist in facilitating an understanding of what is expected from the employee and what the employee can expect from the SIU (K. Singh, interview, July 2007, 26).
- Induction is an opportunity to inform new employees of the values, culture and operational processes of the organisation. It is important that they understand the vision and strategy of the organisation and have a clear idea what to expect. Induction helps set the tone for the relationship and is an opportunity to identify development areas and skills gaps. It is an information session where one can set the performance standards and explain how the new employee can access tools to do the job. It is the most critical process if done properly (F. Davids, interview, July 2007, 27).
- It is important to get the new employees up to speed as quickly as possible and to ensure that they are equipped to perform the job they have been hired for. Without this we would be wasting the time of both the new employees and the SIU (H. Dreyer, interview, August 2007, 21).

5.2.3 *Linking organisational culture and the induction process*

All of the interviewees felt strongly that the induction process could assist in creating the desired organisational culture of the SIU. Davids highlighted that, as this was the first interface with the new employee, it was an important opportunity to set the culture and the tone of the organisation.

The suggestions on how the induction process could best be used to drive the change towards the desired culture were varied. It was advised that more time be spent on emphasising and demonstrating, possibly by use of examples and testimonies, the benefits, meaningfulness and value of being an SIU employee and, in this way, illustrating the culture the SIU is striving towards (Stones). Singh was of the view that the induction opportunity be used to share with new staff the findings of the Deloitte CulturePrint survey around organisation culture including what the desired culture is. The induction process can be very explicit about the desired culture and the need for members to embrace it.

Davids agreed that organisational culture can be changed by means of a good induction programme. He was of the opinion that how the organisation functions, is determined by the managers and how it is carried out by others. He was of the view that "culture doesn't sit outside of people, it is internalised. We need to drive the culture through the organisation and imbed it in people". Dreyer reiterates this by pointing out that the culture we are striving to achieve will be most evident in the attitude and interactions that the new employee has with the presenters of the induction programme, their managers and their colleagues.

5.3 Focus group discussions

It was decided that focus groups would be used for the second phase of the data collection as they would be a good method to evaluate the themes identified from the expert interviews. Focus groups, as a means of data collection, were selected as they would provide more comprehensive and in-depth data than a survey or questionnaire. The nature of the research being conducted for this thesis is explorative, therefore the use of focus groups was ideal as it provided an opportunity to explore in-depth, the opinions and perceptions of many participants. It also provided flexibility as the researcher could guide the discussions to ensure that all the participants contributed and that the themes were adequately discussed.

The following process was followed in preparation for the focus groups. The data collected from the expert interviews was analysed and several themes were identified. Three themes were selected for discussion in the focus groups based on their relevance and re-occurrence in the data collected from the expert interviews. The discussion of these themes would provide further data on the two variables, namely induction and organisational culture, as well as the influence they may have on each other. The three themes that were identified for discussion in the focus groups were:

- How the current induction programme influences the way a person fits into the organisation;
- How the knowledge of the members on the organisational culture of the SIU can be improved; and,
- Should the SIU focus on the new or current employees to achieve the desired culture.

It was decided that two focus groups would be held to discuss these three themes. The profile of the participants of the focus groups was carefully considered and a spread of SIU members, including junior management, operational and administrative members were invited to participate. The focus groups did not include members of senior management as it was felt that their presence in the focus groups would possibly discourage the active participation of the more junior members, and their true perceptions and opinions would not be expressed.

The focus groups were held on 19 September 2007 in the Cape Town Regional Office and were well supported. The three themes were discussed and debated within the focus groups and their opinions and experiences in this regard were documented. The findings of the focus groups are dealt with under each of the three themes.

5.3.1 Theme 1: How the current induction programme influences the way a person fits into the organisation

The first theme that was discussed was how the participants thought that the current induction programme influences the way a person fits into the organisation and performs their work, especially as the induction or extended welcome often occurs months after they are appointed. They were also asked for their experiences about how they learnt the culture of the SIU or "the way we do things around here" if not through the induction.

The participants of both groups were unanimous on how important it was for them as a new employee to receive induction immediately. From the experiences of the participants in Group 1, they found that with the current induction programme it was very tough to settle into the organisation as they found the work ethics and methodology were very different to their previous employers and they did not know what was expected of them. A specific example of this was the difference between the SAPS culture and that of the SIU. The lack of induction posed the problem that they were not able to complete their work or were not equipped with the correct information to handle a difficult situation in an investigation. This can lead to an embarrassing situation for both the member and the SIU.

A recurring issue relating to the induction process, which was defined as starting from the application for employment, raised several times by participants in both groups, was the manner in which new employees were dealt with prior to their commencement at the SIU. Two particular issues were raised; firstly in regards to the salary negotiations the SIU had with the new employee. It was felt that there was insufficient information provided to them on the structure of the SIU salary packages. For most new employees this was their first encounter with the concept of a "cost-to-company" salary package. Secondly, the delay in the signing of the employment contracts, examples were given where these were signed several months after they commenced employment with the SIU. Both these events caused the members to have a negative perception towards the SIU regarding how the organisation treats its employees.

In the absence of immediate induction, both groups identified the methods of observation and enquiring from colleagues as how they learnt the ropes in the SIU. It was apparent from the discussions that this method does not work for all new employees as it depends on the personality of the members. Those that are introverts or shy would withdraw and just observe until they slowly gained confidence and felt able to contribute to the team.

Two induction techniques were mentioned as being useful by participants of both groups. These were the buddy system and the starter pack currently in use on the Social Development Project in the Cape Town office. In the buddy system, a more experienced member is appointed to be a buddy or mentor to the new member to assist them with day-to-day questions or concerns and to help them settle in. The starter pack, given to the new employee on the first day, is a file containing information regarding the SIU and the specific project the member has been assigned to.

It was suggested that the induction process should start with the new employees even before they commence at the SIU. Possibly after the decision to appoint the member up until the first day at the SIU could be used to share information on the SIU so the employee is better equipped to do his job. It was suggested that induction should also be given to employees who transfer from one SIU office to another as the cultures vary between offices. The possibility of one member in each regional office being identified to provide induction on the day that the new employee starts was also mentioned.

5.3.2 *Theme 2: How the knowledge of the members on the organisational culture of the SIU can be improved*

The second theme was posed around the question as to how the SIU can improve the members understanding and knowledge of the details of the current and desired organisational culture of the SIU. It was also asked whether the participants were in favour of the SIU changing its culture.

The participants of both focus groups were in agreement that more detailed information on the current and desired organisational culture of the SIU was needed. This will enable them to better understand the reasons for change and what changes will be made. Suggestions on how to improve the members understanding of the organisational culture were mainly focused around training initiatives, included in these was induction. The participants felt that these training sessions should be more regular and broader in scope as this will assist in getting the basics right, which can be built on to improve their knowledge of the organisational culture. Positive feedback was given on the value gained from a report-writing course, previously reserved for managers, which was recently presented to all members.

Another method of creating an understanding of the culture of the SIU would be through the performance appraisal system. Group 1 identified this as an opportunity to explain the details

of the standard of performance that is expected of the new employee and in this way demonstrate that the SIU is striving to be a high performance organisation that values team work. An understanding of the culture of that particular SIU office could also be gained by the new employee during this process.

The discussion that ensued in the two focus groups around whether the participants were in favour of the SIU changing its culture resulted in a unanimous answer of yes, although some were initially reluctant to agree. Group 1 was comfortable with the change as long as it was an improvement that would bring the SIU closer to achieving its strategic objectives. There was evidence of a realisation among the focus group participants that the SIU needed to pursue these strategic objectives to become the world class forensic investigation agency that the SIU is striving to be. Group 2 discussed many examples of things that needed to be changed and demonstrated frustration at the unprofessional manner in which new employees are treated on arrival at the offices.

5.3.3 Theme 3: Should the SIU focus on the new or current employees to achieve the desired culture

The third and last theme that was debated in the focus groups was where the SIU should focus its efforts on changing the current culture to the desired culture; the current employees or the new employees. Both groups initially agreed that the SIU should focus on the current employees first. The reason given was that the current employees are in the majority and that many of these employees are very strongly aligned with the current culture. Examples were given of the many members who have been employed with the SIU since its inception in 1996. It was also raised that the current employees make the largest contribution to the organisation and that by focusing on them it would improve the value of their contribution to the SIU.

A further reason that was given was that the current employees have a significant influence over shaping the behaviour of the new employees. The culture of the new employees learning how to do their job by observation, in the absence of a proper induction programme, means that the current culture will be observed and absorbed by the new employees.

After debating the topic further, Group 1 did feel that eventually all employees, both current and new, should be focused on, albeit in different ways. The group placed emphasis on the importance of the use of honest and regular communication with the members during the process of changing the current organisational culture.

5.4 Conclusion

The data collected from the expert interviews assisted in identifying certain common themes which were discussed and debated in the focus groups. Several suggestions were forthcoming from the participants in the focus groups. The outcome of this data collection exercise resulted in the identification of pertinent issues and common themes emerging from the different data sources. The analysis of these findings is discussed in the following chapter.

6 ANALYSIS AND FINDINGS

6.1 Introduction

In this chapter the main trends and patterns that have been observed in the data that was collected and detailed in the previous chapter have been described. The discussion will be structured according to the two variables: organisational culture and the induction process. Thereafter, the link between the two variables is discussed. The main findings will also be discussed in relation to the research question of whether an induction process could assist in making the change from the current organisational culture to the desired organisational culture.

6.2 Organisational culture

The analysis of the data collected on the organisational culture in the SIU has revealed several key elements. These have been highlighted and discussed below under the relevant headings. It was found that these elements have contributed to the current organisational culture and will influence the attempts of the SIU to move towards their desired culture.

6.2.1 *The SIU has a very strong and recognisable culture*

It was found that the SIU has a very strong and recognisable culture according to the evidence in the case study and confirmed by the expert interviews. When compared to the results of the CulturePrint survey, it can be seen that there is a slight variance across the various demographics, but on a whole there is the agreement of all SIU members on the current culture. Although having a strong organisational culture is a positive finding, it will have an influence on the attempts of the SIU to change the current culture to the desired culture. A strong culture is very resilient and will resist being changed, complicating the efforts of the SIU to change it.

6.2.2 *The lack of understanding of the concept and effect of organisational culture*

The results have also indicated that there is a poor or limited understanding of what organisational culture is, both in theory and in practice in the SIU. This finding was made specifically with reference to the lack of understanding of the effects that organisational culture can have in the workplace. It was apparent from the focus group discussions that the participants do not understand the concept of organisational culture. The change to the desired organisational culture will be frustrated if there is not a clear understanding of the

concept of organisational culture as well as a detailed understanding, by all members of the SIU, as to what are the current and desired organisational cultures of the SIU. Efforts need to be focused on the current members of the SIU especially, as they have a significant influence over new members.

6.2.3 *The lack of understanding of the role that the organisation's leaders and managers have in creating the desired organisational culture*

It was also apparent that senior investigators in the focus groups and several members of senior management who were interviewed do not fully understand the importance of their role in creating the desired organisational culture. They are the culture carriers in the organisation, not by choice, but as a result of their leadership position. The influence that these culture carriers have over their juniors will determine the junior's behaviour. If they continue to reinforce the old organisation culture through their unchanged behaviour, as they view themselves to be observers rather than participants, the SIU will fail to change their desired culture. The culture carriers, at all levels, need to understand the important role that they play in driving towards the desired culture. Without their behaviour and attitudes being aligned to the desired organisational culture, change will not come about in their juniors.

6.2.4 *The support of the members is required to achieve the desired organisational culture*

A recurring pattern that was identified and which is very important is that the support of all the members must be gained for the changes to be made in the organisation in order to achieve the desired organisational culture. The focus groups indicated that there is agreement, albeit in some cases reluctantly, amongst the staff that the SIU needs to make changes to achieve its desired organisational culture. To ensure that the SIU maintains this buy-in from the members, regular communication and interaction with management on developments and interventions is critical. Although there are initiatives in this area, it is apparent that more communication is needed and particularly around the details of organisational theory as discussed above.

6.3 Induction process

6.3.1 *The importance of an effective induction programme*

Although all the participants in both the focus groups and expert interviews are unanimous on the importance of an effective induction programme, there is still not a proper induction programme in place at the SIU. The proposed new induction programme has not yet been

implemented and the old induction programme, described as ineffective and merely an extended welcome, is still in operation.

6.3.2 *The induction process starts prior to the employees first day on the job*

It was pleasing to note that there is general recognition of the fact that the induction process starts prior to the new employees first day on the job as this is in line with the theory that was reviewed on induction. The proposed new induction programme acknowledges this and intends to engage with the new employee to initiate induction in the pre-recruitment phase. The focus group participants supported this view point.

6.3.3 *The lack of a proper induction programme has several negative impacts*

It was found that the lack of a proper induction programme has affected members in several negative ways, namely:

- The ability of new members to fit into the organisation is hampered.
- The members' performance is not as high as it could be as they do not know what is expected of them.
- As they are not provided with the necessary information and tools to perform their work, the members resort to other means to obtain these.
- The opportunity to expose the new employee to the desired culture and the correct way of doing things by means of the induction programme is lost.

6.3.4 *The new employees learn the ropes by observation*

The result is that the new employees learn the ropes by observation with the help of their colleagues. This is not ideal as they may not be learning the correct way of doing things and it results in the new employee absorbing the old culture from their colleagues.

The SIU has a very strong culture and this can result in a new employee failing to follow the rules or policies as he observes his colleagues behaviour and adopts the same attitude. This can result in embarrassing situations, unmotivated employees as their expectations have not been met and a loss of the new employee's potential contribution to the SIU.

6.4 Establishing the link between induction and organisational culture

The question that this research set out to answer was whether an induction process can assist in creating the desired organisational culture in the SIU. An analysis of the organisational culture and its induction process of the SIU, through the case study, the expert interviews and the focus groups, has indicated that induction can assist the SIU in changing its culture.

6.4.1 *As the induction process can influence organisational culture, organisation culture can influence the induction process*

It is recognised that as much as the induction process can influence organisational culture, organisation culture can influence the induction process. This is evidenced in the data collected and the literature that was reviewed in chapter three and chapter four. As an example I will argue that the reason there is not a proper induction programme in place at the SIU yet is due to the current organisational culture. The induction process in place is a reflection of the current organisational culture of the SIU, which it is trying to move away from. One of the dimensions that Deloitte identified in the CulturePrint survey as needing to be addressed was the development of a more action-orientated culture. Evidence of this development area is the fact that the new induction programme was planned to be rolled out in early 2007 and, as at September 2007, it has not yet been implemented.

6.4.2 *The current induction process has a negative impact on the efforts of the SIU to move towards the desired culture*

A trend that was observed in the focus groups, linking to the vital role of managers in changing the culture, in this case particularly in the induction process, was the concerns raised by members regarding the manner in which new recruits are handled. Two issues were noted; firstly the complications that arose during salary negotiations resulting from a lack of information given out by the SIU as most members have not been exposed to cost to company packages before. Secondly, concerns were voiced about the poor arrangements that were made when members started at the SIU, such as no desks, phones and the employment contract was only ready for signature after they commenced employment with the SIU. Such incidents create a bad impression of the culture of the SIU on the new members and do not exhibit the behaviour reflective of the desired organisational culture that the SIU is trying to cultivate. In this instance, the current induction process actually has a negative impact on the efforts to move towards the desired culture.

6.4.3 *The induction process should reflect the desired organisation culture in both the content and manner of presentation*

The induction process has been identified as a vital opportunity to engage with the new and impressionable employee. The induction process is an important tool in this regard for two reasons; the content and the manner in which it is presented. The content of the induction can provide useful information about the operating procedures within the organisation and the desired organisational culture of the SIU. First impressions are lasting ones and a negative induction experience, as referred to above, can cause employees to leave the organisation prematurely. The manner in which the induction process is managed, from the interview to the first day at work and particularly the behaviour and attitudes of those members involved in the induction process, are literally a live demonstration of the organisational culture of the SIU to the new employee. For this reason, careful attention must be given to ensuring that the induction process is reflective of the desired organisational culture of the SIU in both its content and manner of delivery.

6.4.4 *Induction can address the lack of understanding of the organisational culture*

It was found above that there is a lack of understanding of the concept of organisational culture as well as limited knowledge of the details of the current and desired organisational culture of the SIU. The induction process, in conjunction with additional follow-up training, can assist in addressing this challenge by providing this information and following it up with a training session attended by all SIU employees. Without the members having a full understanding of the organisational culture of the SIU, it will be very difficult to change the current culture.

6.4.5 *The current organisational culture will be absorbed by the new employees in the absence of an induction programme*

The literature review illustrates that there is a very strong transfer of organisational culture between old and new employees. Without a proper induction programme, the new employee will not have the benefits of the information on the organisation and its desired culture. The new employees will then resort to learning the ropes by observation of their colleagues who have the current culture of the SIU deeply entrenched. Their influence over the new employee will result in the current culture being absorbed and reinforced in the new employee, thus thwarting the efforts of the SIU to change to its desired culture.

6.5 Conclusion

The above analysis has addressed the research question and we can conclude that an induction process can assist the SIU in creating its desired organisational culture, although the current induction process was found not to be conducive to achieving this objective. It must also be acknowledged that as much as induction can have an influence on organisational culture, so too does the SIU's organisational culture influence the induction process.

However, induction is not the only method and should be used in conjunction with other interventions to ensure a multi-dimensional effort is employed to change the organisation culture of the SIU. Recommendations on the steps that the SIU can take to reach its desired organisational culture have been set out in the following chapter.

7 RECOMMENDATIONS

The purpose of the research conducted in this study was twofold; firstly to pursue the research opportunities that were identified in my 2006 Capstone Report, and secondly, as a public manager, to gain a more in-depth understanding of the concept of organisational culture and how an induction process can influence it. This resulted in the formulation of the research question that was then explored: will an induction process assist in creating the SIU's desired organisational culture?

The research objectives that were set out in Chapter 1 included making recommendations on two areas, namely:

- whether the induction process can assist in creating the desired organisational culture; and,
- guidelines for the induction process to assist with creating the desired organisational culture.

The following recommendations have been made in line with these research objectives and the findings as discussed above.

7.1 Recommendations as to whether the induction process can assist in creating the desired organisational culture

As detailed in Chapter 6, the analysis and findings, it was concluded that an induction process can assist in creating the desired organisational culture of the SIU. It was emphasised above that although the content of the induction programme is important, the manner in which it is presented is even more crucial as this sets the example of what is the desired culture.

It is therefore recommended that senior members of the SIU be responsible for the face-to-face interactions with new recruits. These members should clearly understand and display the values of the desired organisational culture of the SIU and be able to share this knowledge with the new employees.

7.2 Recommended guidelines for the induction process to assist with creating the desired organisational culture

These recommendations have been dealt with under separate headings; national and regional interventions. To further assist with the implementation of the recommendations, I have differentiated between recommendations in respect of new and current members.

7.2.1 Guidelines for national interventions for new members

It is recommended that the proposed new induction programme for the SIU be implemented as soon as possible. This will ensure that any new employees are properly inducted and receive the necessary information and tools to perform their duties. It will also improve the treatment, which the new members receive prior to their commencement at the SIU, by ensuring it is in accordance with the values of the desired culture.

To encourage the new recruits to embrace the plan of the SIU to move from the current to the desired organisational culture, it is recommended that the results of the CulturePrint survey be included in the content of the induction programme.

Both the content of the induction programme and the manner in which the induction is conducted are very important elements of the process. These should be in line with the desired organisational culture of the SIU.

It is recommended that the induction programme be supplemented with testimonies and examples, given by current SIU members as a way of emphasising the desired SIU culture.

The buddy system, as already in use in the Cape Town office, has been included as part of the proposed new induction programme for the SIU. It is however recommended that this be implemented immediately for all new employees as it will serve as an interim measure until the new induction programme is implemented. A further recommendation on this point is that the members, who are selected to act as buddies to the new recruits, must display the values of the desired organisational culture of the SIU.

7.2.2 Guidelines for national interventions for current members

It is recommended that the SIU focus not only on the new employees, but also on getting the current employees to adapt to the desired organisational culture as they have a strong influence on the new members through their interactions with them.

To address the lack of knowledge on organisational culture, as identified in the findings, it is recommended that training be offered to all current SIU staff and managers on both the concept and the theory of organisational culture. Managers and members in leadership roles in the SIU should be trained specifically on the powerful effects that organisational culture can have in the workplace and their roles as the leaders in the organisation to emphasise that they are participants and not merely observers.

The findings of the CulturePrint survey on the current and desired organisational culture of the SIU and the areas identified for development should be shared with all members of the SIU. This information and any new developments should be regularly communicated to all members to encourage and maintain their buy-in during this time of change.

7.2.3 Guidelines for regional interventions for new members

As was suggested by the focus groups, it is recommended that there be one senior person identified in each region to assist with the facilitation of the new induction programme to be given to each new employee. This will have the benefit that it can be carried out immediately when the new employee arrives.

It is also recommended that each regional office set up a welcoming committee. This committee should consist of more socially adept members who are from a variety of project teams. The objective will be for the welcoming committee to take the new employee out of the office for an opportunity to relax and interact in a more informal environment with their new colleagues.

7.2.4 Guidelines for regional interventions for current members

It is recommended that current SIU members who are transferred between SIU regional offices should receive a mini-induction at their new regional office. As the cultures vary between the different offices and some offices are more aligned with the desired culture of the SIU, this will assist in settling the transferred member into their new environment.

8 CONCLUSION

The research conducted in this thesis was aimed at addressing the research question: will an induction process assist in creating the SIU's desired organisational culture? The background to the rationale as to why this research topic was selected was to pursue the research opportunities that I identified in my 2006 Capstone Report. As a public manager, responsible for the induction and performance of new employees, I was also eager to gain a deeper understanding of the concept of organisation culture and how the induction process can assist in creating the desired organisational culture of the SIU.

The objectives of the research were to conduct literature reviews on both variables and to analyse the SIU by means of a case study. Further objectives were to collect data on the current perceptions and opinions of SIU members on organisational culture and induction and to explore the relationship between the variables. The final objective was to make recommendations on whether the induction process can assist in creating the desired organisational culture in the SIU. The process that was followed to meet these objectives has been outlined below.

In planning the research design, it was decided that the ethnographic method, and in particular the case study, would be used. This would result in a qualitative, in-depth description of the organisation with the SIU as the unit of analysis. The literature review was conducted on the concepts of organisational culture and the induction process and provided the definitions and an understanding on various aspects of the current literature on the two variables.

Chapter four details the qualitative research conducted on the organisation in the case study of the SIU. The organisational culture and the induction process are described in-depth to provide an understanding of the current organisational culture and what steps the SIU needs to take to create its desired organisational culture. It also provided a detailed description the induction process within the organisation.

The data collection was performed by means of semi-structured expert interviews and semi-structured focus groups. The purpose was to collect data on the current perceptions and opinions on the two variables, namely the organisational culture and induction of staff in the SIU. Thereafter the relationship between organisational culture and the induction process was explored.

The analysis of the collected data revealed that the SIU has a very strong and recognisable organisational culture. This is a positive finding, but does mean that the culture will be more resilient to the proposed changes and the SIU will need to enlist the support of its members to move towards the desired organisational culture. Despite the strong culture, it was found that there is a lack of understanding amongst the SIU members regarding the concept of organisational culture and the critical role played by members in leadership positions.

It was found that the members attached a significant level of importance to the value that an effective induction programme holds. There was recognition of the fact that the induction process commences prior to the first day on the job and that without proper induction there is a negative impact on the new recruit's contribution to the organisation. A new recruit who does not receive induction learns the ropes through observation of his new colleagues and as a result the current organisational culture is instilled into him.

There are many connections between the two variables and it was found that that as the induction process can influence organisational culture, so too can organisational culture influence the induction process. In this vein it was found that the current induction process at the SIU has a negative impact on the efforts of the SIU to change to their desired culture as it is still a reflection of the SIU's current culture. In the absence of an induction process it was found that the current culture will be reinforced.

Further analysis of the link between the two variables revealed that the induction process should represent the desired organisational culture of the SIU. In this format, the induction process can assist in improving the understanding of the concept of organisational culture and the intricacies of the desired culture that the SIU is trying to achieve.

It was concluded after the analysis that a proper induction process can assist in creating the desired organisational culture of the SIU. The current induction process at the SIU is however, not assisting in creating the desired culture.

Recommendations were made regarding action that can be taken by the SIU in respect of new and current members, and of a national and regional level. At a national level, it was recommended that the proposed new induction programme be implemented as soon as possible to assist in creating the desired organisational culture. Other recommendations were made, including the need provide training to SIU staff and managers to address the lack of understanding of the organisational culture, its effects and the role that the leaders in

the organisation have to play. The detailed findings of the CulturePrint survey should be shared with both new and current members.

At a regional level it was recommended that a welcoming committee, consisting of operational members, be set up to help new recruits settle-in. The re-induction of current members who have transferred to a new regional office should also be undertaken.

At the conclusion of this research project, several future research opportunities have been identified. It became apparent that there are numerous other factors over and above the induction process that impact on the efforts of the SIU to change the current culture to its desired culture. A study identifying these factors and the significance of their impact on the desire to change the culture would reveal more clearly the challenges that the SIU is currently facing. A further research opportunity would be a comparative study of one or many organisations, with a profile similar to the SIU, that have already undergone such a metamorphosis in terms of the organisational redesign and consequent cultural changes.

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